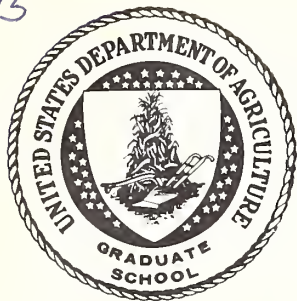


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GRADUATE SCHOOL

CONTINUING EDUCATION
FOR THE FEDERAL
COMMUNITY

Newsletter

May 15, 1967

CALENDAR OF EVENTS

May 29 - June 3
(except May 30, Memorial Day)

Evening Program Spring Registration

June 5

First Day of Classes, Evening Program

June 6

U. S. DEPT. OF AGRICULTURE
NATIONAL AGRICULTURAL LIBRARY

Faculty Luncheon - Benjamin Abramowitz - "Creative Approach to Learning"

JUL 10 1967

CURRENT SERIAL RECORDS

STARTING A COLLEGE

Problems involved in organizing and launching a new college--the Federal City College--were described at our May faculty luncheon by the man responsible for doing just that, Charles A. Horsky.

Mr. Horsky, former Presidential Assistant for National Capital Affairs, now is Chairman of the D. C. Board of Higher Education which is charged with



developing and governing a 4-year city college for the District of Columbia. The District, Mr. Horsky pointed out, was up until now the only place in the country in which high school graduates did not have available to them an institution of higher learning supported through public assistance. In other areas of the country, high school graduates can attend State universities and, often, city colleges, as well.

Plans are to open the new Federal City College in the fall of 1968. Before then, some large problems must be resolved, including finding a site for the institution. Among the problems are such as these: How to put together a college which has two quite separate purposes, as directed by Congress--a

four-year liberal arts and sciences program and a two-year program leading to an associate degree or vocational qualifications in such fields as business, engineering, and mathematics. In addition, it is hoped that the college will be able to provide graduate courses leading to a master's degree.

How do you maintain a high-quality four-year college and at the same time make it accommodate the needs of students who are not well prepared for college work?

How do you plan for buildings, classrooms, etc., when you really have no idea of how large an enrollment you might expect?

Mr. Horsky reported that he and his Board are sorting out these problems now, but expect to find ways of solving them as they move along. He added that the Board is presently seeking candidates for a president of the new institution--and that Congress has authorized a salary for this position in line with that paid executives of similar institutions.

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HUMAN THINKING AND LEARNING

Our series of seminars on Human Thinking and Learning is continuing, with some challenging thoughts being presented by several participants. Additional sessions are planned in the Luncheon Conference Room of the South Agriculture Building (Room 6956) on May 26 and May 31, and in the Lecture Demonstration Room at the Office of Education on June 5.

Dr. Gabriel Ofiesh, Professor of Education and Director of the Center for Educational Technology at Catholic University, who spoke at the second session, made this startling and sobering remark:

"The time is now, and probably should have been yesterday, for a serious discussion...of the emerging revolution in the control and management of human behavior."

In speaking of the brave new science of the mind, he said we are going to lose our leadership by default by resisting and avoiding the technology that is in our hands and turning it over to others who are going to control and use it for their own ends and purposes in the innovational process and in the decision-making process in the control and management of the technology of behavior and the technology of communication which will someday provide us with a science of education. "And if education does not become a science, God help us!"

Dr. Reza Arasteh, of the Department of Psychiatry, George Washington University, in a talk on "A Universal Theory of Human Learning," at the third session, pointed out:

"In every act of learning, complex inner activities take place, which... can be broken down into sense perception, memory, aim, perception of action, perception of means, achieving the means, and finally, attaining the end."

"When one becomes aware of an object of desire, this vision carries enough motive power to overshadow the related steps and push the visionary man to actualize his vision: This is the process of creativity. However, if one perceives the need for an end result, he then becomes a learner who has to go through each step of this process so that the act of learning can take place."

Robert W. Wagner, Chairman of the Department of Photography at Ohio State University, spoke at the third session on a "Modular Design for a Series of Films on Communication Theory and the New Education Media for Use in Teacher Education."

He described a project carried out at the behest of the U.S. Office of Education to develop a series of films primarily for use by instructors in teacher's colleges, audiovisual specialists; and those in media institutes or seminars responsible for courses in communication theory, curriculum, media research, production or theory.

The films in the series developed, he said, are referred to as a "Galaxy" of motion pictures. At the heart of the Galaxy are four major "Planetary" films, each built around a major aspect of communication: the information explosion, the theory of communication, perception and communication, and teacher and technology. Each Planetary film is composed of different sequences designed to be used independently. These sequences are designated as "Asteriod" films. The Galaxy also includes five "Satellite" films produced as spin-off in the course of the main production.

The intent of the Galaxy films is that they may be altered, edited, and re-assembled as necessary for maximum use in meeting individual needs. The Galaxy was conceived as a systematic exploration of four themes fundamental to any study of communication and the use of media in education. The "package," however, was also designed to be broken down and reassembled by those instructors whose course program is varied, and whose students are specialized in interests, or advanced in knowledge, so that entirely new combinations of ideas or concepts could be presented by juxtaposing individual segments of the larger films.

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CRITICAL ISSUES AND DECISIONS

Our fourth Critical Issues and Decisions lecture series got off to a good start on Thursday, April 20, with a large turn-out to hear Max Kaplan, Consultant on Leisure and the Arts, discuss "Leisure in a Working Society."

He said he thought his talk might more aptly be called, "Leisure in a Post-Industrial World"--that we are, in fact, in a transitional age.

"It is too early to editorialize or pontificate," he said, "but we can see all kinds of potential directions and we are beginning to conceptualize the possibilities of what leisure means in a post-industrial world."

"The issue today is the meaning of affluence and industrialization. Our society is moving in two directions--toward a disappearance of differences (between city and non-city, near and far, work and non-work, domestic and foreign issues, even between men and women) and at the same time, toward greater contrasts, arising from the same causes (between the bored and vital, between forms of knowledge, between science and the arts)."

Dr. Kaplan pointed out that the "democratic process today has the possibility--for the first time--for thought and maturity fed from the masses."

"Our problem is not survival--but our way of life. We are now capable of making a heaven on earth."

"Public Administration in a Developing Society" was the theme of the second lecture, delivered April 24 by S. Venkitaramanan of India. He put forth his opinion that deep and structural changes are needed in the Indian administrative system. "The system," he said, "is responsible for a number of psychological and social blocks to changes."

Just changing the procedures and rules within the system, he said, will not do the job--"an overall and radical change of the whole structure is needed."

Mr. Venkitaramanan described the Indian administrative system as a heritage from British rule--which worked well as an agent for stability and gradualness.

He pointed out that the stresses of development have, however, "made the present sharply and qualitatively different from the past. The constraints--necessary and desirable as they are--of parliamentary democracy on the one hand and the needs of change, on the other, have led to a realization of the gap between the instrument and its aims and hence to a continuous stream of criticisms of the administrative system."

Infusion of political leadership at the village level is needed to break out of the mold of the Indo-Anglian bureaucratic system, the speaker said. He said that "some form of administrative machinery has to be evolved which would cut through the weaknesses of the political boss-system and at the same time give strong political leadership to the movements for change in the villages."

Leon Keyserling, consulting economist and former Chairman of the Council of Economic Advisors, spoke on the "Next Steps in the New Economics" at the April 27 session.

He stressed the need for a national economic policy, which would take into account all aspects of the economy; financial, agricultural, housing, etc. "We need a rethinking of the process by which national policies are determined--the means for accomplishing our aims--and the measurement of results."

In meeting our international obligations, which will impose a heavy financial drain of indefinite duration, and our domestic needs as articulated by the President under the heading of the Great Society, Mr. Keyserling said, our first goal should be to call upon the nation's ability to produce.

"The great non-secret weapon of the American economy," he said, "is its ability to produce abundantly." Present policies, he added, are not calling forth this ability and the growth rate of the economy is below its potential.

"The nub of our economic problem," he said, "is allocation of resources. The tax reductions of 1964 failed to do anything about this problem."

Mr. Keyserling pointed out that the National Employment Act of 1946 was to have been "a great planning instrument, whereby our people could steer a middle course between absolutism, on the one hand, and laissez faire, on the other. The Act called for setting forth each year a budget of our national economic resources--and how they should be used to meet national priorities and lesser needs. The purpose of the Act was to set goals for the economy--to provide a means for the government to control its own operations--in other words, a true budgeting of our national economic policies. This we do not have now in any sufficiently purposeful degree."

"Freedom and Civil Rights" was the subject of the fourth lecture, delivered May 1 by Whitney Young, Director of the National Urban League.

"The problem of our society," Mr. Young said, "is not that a handful of people are committed to equality--or to inequality--but that 80 percent are not committed to anything. They are apathetic."

"Anyone who can witness the indignities visited on the Negro, and do nothing," he added, "is a vegetable." "Everything is at stake here--you have responsibility."

"What kind of a human being are you?" he challenged. "Today's youngsters are evidencing commitment to the cause of civil rights--and they don't understand why their parents don't share their views."

Mr. Young pointed out that progress in civil rights had been encouraging up to the "backlash of 1966," which saw the election of a number of 'right-ists' and non-action on proposed legislation.

"The civil rights movement now has lost momentum." "People cite 'black power' as the reason--but I think it is really due to the fact that we are no longer talking just about the South. We now see that there is just as much bigotry in the North as in the South--so the problem has become universal."

"We had been operating under a myth--'if we could get the Negro educated, then we would be accepted.'" "What is evident now is that an educational program is needed for the white race, as well."

Max Lerner, Professor of American Civilization at Brandeis University, spoke on the question "Is American Civilization the Good Society?" in the last of the lectures on May 11.

He said that at the core of every civilization there must be "a credible dream that can move men to passion and action." An erosion of civilization, he added, begins when young people loose their commitment to this dream.

He listed several tests of a healthy civilization, including: the extent to which access is equal, the relationship between the intellectual and command (power) elites, and the extent to which the civilization is rooted. In the latter, he said, "we fail badly." We have been uprooted from our code of behavior, but we have not yet found another code to accept.

In speaking of the late President Kennedy, Dr. Lerner said that his greatness is a symbolic greatness--Kennedy functioned as a symbol of both elites and thus helped to keep their relationship hospitable.

The noted author said that he was neither a pessimist nor an optimist--but a "possiblist."

In closing the discussion period, Dr. Lerner said that the question was not whether there is intelligent life in outer space, but whether there is intelligent life here on earth, and not whether we can communicate with beings in outer space, but whether we can communicate with each other here on earth.

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A DESIGN INSTITUTE?

A proposal for a Design Institute on the Federal level was outlined by Roger Stevens, Chairman of the National Council on the Arts, when he spoke at an awards ceremony and the opening of an exhibit of the work of Federal artists on May 1, jointly sponsored by the Society of Federal Artists and Designers, the Graduate School, and the National Council on the Arts.

The proposal is under study by the National Council on the Arts, Mr. Stevens said, because of the conviction that a need exists for a program that would focus exclusively on the design of the physical environment--urban and rural--the environment on a broad scale as well as its constituent parts.

Pointing out that the proposed Institute would not duplicate the work of other Federal agencies, Mr. Stevens said, "It would be dedicated to producing the highest level of quality in the one trillion dollars worth of construction (private, Federal, State, and local) to be financed during the next decade alone for new facilities. It would also be directed towards the design of the rehabilitation, renewal, open space development and preservation, and area planning undertaken by public and private sources.

"It would be concerned directly with the design process which ultimately gives detail and dimension the physical form by which needs are met--the art and science of translating needs and technology into buildings, the spaces between buildings, and the relation between the parts of the urban scene."



George Baka, Assistant Chief of the USDA Exhibits Service and a Graduate School teacher (right), shown here with Roger Stevens, Chairman of the National Council on the Arts, received eight awards in the Society of Federal Artists and Designers Exhibit of Visual Communications, including a Best of Show Award in exhibit design.

